DOCUMENT RESUME

ED 438 237 SO 031 459

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TITLE The Transition from the K-12 to Higher Education Setting: Dissertation Findings Regarding a Newly Inducted Social Studies Methods Instructor.

PUB DATE 1999-11-19

NOTE 44p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (19th, Orlando, FL, November 19-21, 1999).

PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Congruence (Psychology); Elementary Secondary Education; Higher Education; *Instructional Development; *Methods Teachers; Qualitative Research; *Social Studies

IDENTIFIERS Instructional Support; *Personal Practical Knowledge; Reflective Analysis; *Transitional Activities

ABSTRACT

A study examined the processes associated with the transition of a classroom teacher from the elementary setting to the higher education setting. As integral elements of this transition, the study examined the participant's personal practical theories (PPT's) that guided his elementary teaching, the level of congruence between the PPT's and the participant's elementary and university practice, and the evolution of his PPT's as a result of his new instructional setting. The research design consisted of a qualitative case study analysis. Primary data collection consisted of field observations and formal interviews with the participant over a 5-month period. Secondary data sources included informal observations and interviews, audio recordings, artifact collections, other interviews, and the investigator's reflection record of his own theorizing of the transitional process he was experiencing. Results indicated multiple influences on the participant's instructional pattern as he made the transition from elementary to university setting. Although a high level of congruency was identified between the participant's PPT's and elementary practice, a lower level of congruency was identified between his PPT's and university practice. The lower level was due, in part, to the participant's perception of his new instructional task, his instructional experiences at the university level, the types of instructional support strategies provided by the university, and the participant's instructional planning at the university. Based on findings, an evolved set of PPT's was identified which guided the participant's university instruction. Three tables of data are appended. Contains 23 references. (Author/BT)

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The Transition from the K-12 to Higher Education Setting: Dissertation Findings Regarding a Newly Inducted Social Studies Methods Instructor

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A Paper Presented at the College and University Faculty Assembly, National Council for the Social Studies Annual Conference, Orlando, Florida, November 19, 1999

ABSTRACT

This study examined the processes associated with the transition of a classroom teacher from the elementary setting to the higher education setting. As integral elements of this transition, this study examined the participant's personal practical theories (PPT's) which guided his elementary teaching, the level of congruence between the PPT's and the participant's elementary and university practice, and the evolution of his PPT's as a result of his new instructional setting.

The research design consisted of a qualitative case study analysis. The primary data collection consisted of field observations and formal interviews with the participant over a five month period. Secondary data sources included informal observations and interviews, audio recordings, artifact collections, non-participant interviews, and the investigator's reflection record of his own theorizing of the transitional process that he was experiencing.

The results indicated multiple influences on the participant's instructional pattern as he made the transition from the elementary to the university setting. Although a high level of congruency was identified between the participant's PPT's and elementary practice, a lower level of congruency was identified between his PPT's and university practice. The lower level was due, in part, to the participant's perception of his new instructional task, his instructional experiences at the university level, the types of instructional support strategies provided by the university, and the participant's instructional planning at the university. Based on the findings, the investigator identified an evolved set of PPT's which guided the participant's university instruction.

Recommendations were made regarding the support strategies for new teacher educators and include the inclusion of the new instructor as a member of the instructional community, collaboration with other instructors, possible mentor/liaison assignment, and strategies addressing time and access requirements.

The Transition from the K-12 to Higher Education Setting: Dissertation Findings Regarding a Newly Inducted Social Studies Methods Instructor

Introduction

Few experiences in life have such a tremendous impact on both the personal and professional life of teachers as does the first year of teaching (Gold, 1996, p. 548). The beginning experiences associated with the conversion from preservice to service teacher is often referred to as teacher socialization. Teacher socialization is the field of study that attempts to understand the process an individual undergoes when becoming a participating member of a society of teachers (Danziger, 1971). A more detailed explanation offered by Stanton and Hunt (1992, p. 109) indicated that teacher socialization is a complex process by which people acquire the values, attitudes, interests, skills, and knowledge necessary in order to become a member of a teaching culture. Furthermore, the socialization process begins formally at the inception of teacher education and continues throughout the career as teachers adjust, adapt, and change in their perspectives, roles, and environments.

The examination of teacher development through the teacher socialization framework allows for the use of not only psychological concepts, but also gives attention to the changes within the context of institutional settings (Ross, 1987, p. 226). Teacher socialization and induction is often characterized as a complex and contradictory process which is often viewed as how the participant is situated within the broader contexts of

institutions, society, culture, and history (Zeichner & Gore, 1990).

Gold suggested that beginning educator support should include a personalized approach that encourages teachers to develop self-efficacy and to come to terms with their own personal and professional needs as well as learning ways of meeting these needs (p. 587). This process encourages instructors to acquire the meaning related to their own teaching and develop their own style of instruction. Pape (1992) further supported the assumption of understanding personal practice by suggesting that teachers construct their own knowledge and must in some manner make sense of new experiences in light of existing knowledge (p. 77). Furthermore, in facing discord, teachers utilize a personal guiding theory based on their unique beliefs, understandings, and assumptions which represent an individual's explanation and justification of experiences (p. 78).

A number of teacher induction programs exists which are designed to support a wide array of educators in the teacher socialization transition (Huling-Austin, 1990, p. 538). However, nearly all teacher induction support has emphasized beginning teachers in the K-12 setting rather than beginning teacher educator support. Although general teacher educator research is increasing, research related to the process of becoming a new teacher educator is virtually non-existent (Williamson & Stroot, 1994, p. 170).

Like their K-12 counterparts, becoming teacher educators is more complex than simply acquiring cultural knowledge about teaching (Ross, 1992, p. 182). As Ross further elaborated, teacher socialization must include the interplay between individual and

institutional cultures. This new understanding of teacher development through teacher reflection, personal theorizing, and gatekeeping can be equally applied to the higher education instructor. Therefore, how does the new educational setting affect the beginning higher education teacher? What are the personal and practical influences on the transition process from K-12 to higher education instruction? Finally, how do individual and institutional cultures impact instructor thinking and, subsequently, instructor actions?

The findings presented in this paper were generated from a study which examined the transition of an exemplary teacher from the grade 6 setting to one of higher education. As integral aspects of this research, it was necessary to establish the patterns and themes associated with the process when other teachers have made similar transitions, analyze the process of the participant's transition, identify the participant's personal theorizing during the transition, examine the level of congruence between the participant's existing and previous theorizing, and analyze the impact of the existing theorizing on the participant's higher education instruction. The emphasis of this study was to gain improved insight into the processes associated with the transition from the K-12 setting to higher education setting and to provide a conceptual framework to strengthen new higher education instructor support.

Methodology

This study was designed to examine both the transitional process and related personal theorizing of a grade 6 instructor

from the K-12 environment to the higher education environment. Included in this examination was the analysis of other similar transitions, including that of the investigator's own transitional process; the analysis of the congruency level between the participant's personal practical theories (PPT's)(Cornett, 1990a) and his elementary and university practice; and the identification and analysis of the participant's evolving personal theorizing that guided practice within the new instructional setting.

The nature of this research setting best conformed to the advantages imparted by the various categories of naturalistic inquiry which offer the latitude to thoroughly characterize a complex environment of interacting situations and phenomena (Schubert, 1986, p. 273). The uniqueness associated with this research setting benefited from a naturalistic design which supports the assumption that reality is multiple, divergent, and interrelated, as opposed to the singular, convergent, and fragmentable characteristics focused on in traditional evaluation (Guba and Lincoln, 1981).

The investigator determined that a case study provided the best method for examining the change that occurs within an individual's personal theorizing as he or she completes the transition from the K-12 to higher education instructional setting. As Merriam (1988) indicated, unlike experimental, survey, or historical research, a case study does not claim any particular methods for data collection or data analysis (p. 10). Instead, any and all methods of data collection, including testing, interviewing, observation, artifact collection, etc., can be used in a case study. Further support for the design choice is offered

by Merriam in her assertion that case studies are particularistic, meaning they,

> ...focus on a particular situation, event, program, or phenomenon. The case itself is important for what it reveals about the phenomenon and for what it might represent. This specificity of focus makes it an especially good design for practical problems - for questions, situations, or puzzling occurrences arising from everyday practice. (p. 11)

Merriam (p. 10-21) further contended that case studies are intensive, holistic descriptions and analyses of phenomena and rely heavily on inductive reasoning in handling multiple data sources.

The case study design and data analysis of this research utilized multiple sources of data collection. The inclusion of various data sources, or triangulation, is designed to mutually confirm measures and validate findings. Furthermore, the methods used in this study were not merely selected to provide a combination of different types of data. Instead, the methods were selected because of the attempt to relate the data in a manner which counteracts the threats to validity identified in each method and to further support the findings (Berg, 1998, p. 5).

This study benefited from a data collection technique that utilized the investigator as the primary instrument for data collection. As Guba and Lincoln (1981) indicated, the researcher as the instrument is responsive to the circumstances of the setting and can adapt techniques, consider the total environment, examine non-verbal aspects, immediately process data, and clarify and summarize the data as the study evolves. The main source of data collection was the observations of the participant by the investigator, Richard H. Chant, over a five month period during the 1998-99 fall academic semester.

Purposeful sampling (Patton, 1980), based on the assumption that the investigator wants to discover, understand, and gain insight into particular events, was used for this study. Therefore, it was necessary for the investigator to select a participant from which the investigator could learn the most (Merriam, p. 48). The participant for this study was selected because of his reputation as determined by prior information acquired by the investigator. The general characteristics of those selected to participate in case studies should include the capacity to be reflective, an ability and willingness to share their reflections, and the possession of a strong commitment to their work (Cornett, 1990b, p. 519). The selected participant for this study, on the recommendation of his university advisor, was an exemplary practitioner who fulfilled all of the requirements of this study's purposeful sample.

The investigator began the research with a period of preliminary data collection to help guide the research and desensitize the participant and others in the research setting to the investigator's presence. The preliminary investigation was followed by an extended period of classroom observations. The observations occurred at both the participant's grade 6 elementary school and university classroom settings. In addition, the investigator and participant informally and formally interacted during interviews which occurred throughout the study. Extensive field notes were recorded by the investigator to serve as the primary instrument of data collection. In addition, audio tape recordings and transcriptions were made of the classroom interactions and formal interviews with the participant. The investigator also collected lesson plans, outlines, and other

curricular and instructional artifacts to be used as additional sources of data.

The investigator, going through a similar transition from the K-12 to the higher education environment, also served as a source of data. The investigator kept an extensive reflection record of his own theorizing regarding the transitional process that he was experiencing. Content analysis (Berg, 1998, p. 91) was utilized to examine the investigator's reflections and determine significant trends associated with the K-12 to higher education transition. The data were incorporated into the study as a means of comparing and contrasting between the investigator's process with that of the participant's process. The findings were used to either corroborate or refute the emergent categories found in the data analysis phase of the study.

Data analysis was completed simultaneously with the data collection phase. As an emergent process, the qualitative researcher does not know whom to interview, what to ask, or where to look next without analyzing data as they are collected (Merriam, p. 123). Because this investigation was focused on three interrelated problems, the investigator analyzed the data in a manner that exposed the various connections between the transition of the participant, his initial personal theorizing, and the evolution of his personal theorizing at the university setting.

At the outset of this study, the investigator utilized Bogdan and Biklen's (1982, p. 147-154) suggestions for initially analyzing data. Once the initial phase was completed and the investigator identified trends from the initial observations, it was necessary to, as Merriam (p. 125) indicated, begin the intensive phase of data collection. During this phase of the data

analysis, all of the information (field observation notes, interview transcriptions, personal reflections, peer debriefing notes, prior research data, and artifacts) was brought together and organized into the case record (Patton, 1980). Categories were then assigned to the available information. Because the research focus was on three interrelated problems, it was important to utilize both convergent and divergent strategies for the coding process. Convergent strategies enabled the researcher to identify the impact of themes from one problem on the other problems under examination. If supported by multiple data sources, these connecting themes were eventually classified as categories. Divergent strategies were used to help cleanse the data from the emerging categories if not supported by multiple informational sources. Finally, theory associated with the findings was developed. As Stern (1995, p. 101) indicated, qualitative research does not claim universal applicability. Therefore, the purpose of theory development within this investigation was to encourage elements of transferability. Eisner (1998, p. 211) illustrated this when he commented, "Connections have to be built by readers, who must also make generalizations by analogy and extrapolation, not by a watertight logic applied to a common language."

The trustworthiness of the data analysis process was established by following Lincoln and Guba's (1985) elements of trustworthiness, and included: 1) Prolonged engagement: Observations were made over a five month period during the fall term of the 1998-99 academic year; 2) Persistent observation: The investigator observations occurred on a regular basis at both the grade 6 and university sites; 3) Triangulation of data: A variety of data collection sources were utilized and included participant

observations and interviews (formal and informal), artifact collection, peer researcher observation, and the analysis of the investigator's personal reflections regarding his own transition; 4) Peer debriefing: Frequent conferences were held with the participant's advisor and other university faculty regarding research design, data collection, and analysis; 5) Negative case analysis: Alternative data collections were frequently analyzed to identify evidence which contradicted the findings; and 6) Member checking: Frequent and persistent conferences were held between the investigator and participant in an effort to confirm the investigator's findings and interpretations regarding accuracy and truthfulness.

The primary function of qualitative research in educational settings, as indicated by Eisner (1998, p. 11), is to understand what teachers and students do in the settings in which they work. From the very conception, a qualitative investigation must reflect ethical concerns (Smith, 1990, p. 273). A systematic ethical protocol was developed for this study at the beginning of the investigation. Included in the ethical protocol was the utilization of informed consent and member checks. Full access was provided to the research settings by the appropriate authoritative agencies related to the respective sites. The cooperating school and participant (including others associated with the research setting) remained anonymous throughout the study and will continue to remain anonymous unless all participating parties agree to change the confidentiality status.

Data Analysis

The data analysis was organized into three subsections which addressed the research questions prior to the study as well as those which emerged during the study. The first subsection, the examination of the participant's transitional process from the K-12 to higher education setting, was used to gain a broad-based, general understanding of the research setting. The first subsection provided the basis for examining the complex transitional process as the participant acquired the values, attitudes, interests, skills, and knowledge necessary in order to become a member of his particular teaching culture (Stanton and Hunt, 1992, p. 109). The second subsection was the examination of the congruence between the participant's personal theorizing and his practice at both his elementary and university classrooms (see Appendix, Table I). The second phase was designed to provide insight as to how the participant gave meaning to his own beliefs, adapted to the beliefs of others, and understood the impact of personal biography on his practice and the personal theorizing that guided his practice (Ross, 1992, p. 179). The third subsection of the investigation was aimed at identifying the evolution of the participant's personal theorizing as he developed within his role as a higher education instructor (see Appendix, Table III). The third phase was designed to identify the changes to his PPT's which represented his university teaching and assess the impact of the evolved PPT's on his university curricular and instructional decision making.

The Transition to the Higher Education Setting

The findings indicated that the participant was a reflective elementary practitioner undergoing the transition from the grade 6 to the university setting. The participant had previously entered a curriculum and instruction doctoral program at a nearby university during the fall of 1997. As an element of his graduate studies, the participant had thoroughly analyzed his teaching practice and was well versed in the notion of teacher as researcher and reflective practice. As part of his graduate program, he accepted a teaching position during the summer of 1998. The summer assignment was teaching an elementary social studies instructional analysis course. A second elementary social studies instructional analysis teaching assignment was accepted by the participant for the fall semester of 1998. The data collected for this study were obtained, in part, from the participant's experiences with the fall 1998 course. The participant was clearly excited about teaching the fall 1998 social studies instructional analysis course and desired to make the course a positive experience for his students by stating, "I'm really excited about teaching this class. I know the area of improvement I can work on (from last semester's course) and think I can get these students to really get involved with social studies in the classroom."

However, the participant also demonstrated a certain degree of anxiety about his new instructional assignment. The participant's anxiety was initially caused by his reluctance to utilize the direction and guidance which was provided by the participant's department and college. This may have occurred because of the differences between the type of structure offered

by the department and that offered by his public school. Unlike the university climate and unique to most public schools, the participant's elementary school climate was well publicized and supported and teachers were encouraged to develop their curriculum within the adopted framework.

The participant's limited utilization of the university's expectations and support had an immediate impact on his planning, and subsequently, his content offerings and instructional approaches. Essentially, the participant's planning, drawing from both personal and practical experiences, relied on two related foundations. First, as the participant indicated, it was necessary for him to use his initial university teaching experiences that were derived from his summer's social studies instructional analysis course. The second foundation was a reliance on the development and implementation of lessons based on his elementary classroom experiences.

However, because of the nature of the support structure offered by the university, his limited university instructional experience, and his beliefs about how university students perceive learning, the participant was not able to replicate in his university class many of the quality instructional approaches he utilized in his elementary class. Instead, the participant became dependent on the knowledge-based social studies content offered by a limited number of resources. Furthermore, his instructional techniques regarding this content were primarily based on the use of direct instruction via overhead transparencies or handouts.

The participant, clearly aware of the need to utilize instructional techniques supported by his personal theorizing (especially that of building relationships), frequently

supplemented his direct instruction with small group/whole group analysis and discussion. Yet, his efforts at building meaningful relationships at the university class were not as successful as those at his elementary class. The difficulties associated with the participant's efforts of building relationships at the university site were connected to his instructional planning and decision making, his inability to effectively individualize instruction, his beliefs about how university students perceive learning, and the classroom behaviors demonstrated by the students.

The Congruence Between the Participant's Personal Theorizing and Practice at the Elementary and University Settings

The participant, as part of his graduate course work, had previously identified the personal practical theories (PPT's) which guided his instruction at the grade 6 level as follows:

1. All students/people can learn;
2. Everyone is an educator;
3. Relationships are the key to education;
4. There are no bad students; bad behaviors, bad environments, bad situations, yes; but no bad students;
5. Respect must not be taken away. It must be given fully and totally, with no boundaries.

The results from the data analysis strongly suggested that the PPT's identified by the participant were evident in the participant's elementary level practice.

The first PPT, "All students/people can learn," was readily identified as part of the participant's classroom climate. The

participant created a caring atmosphere within his classroom. This level of care transpired from simply a general attitude to an element which supported each individual's efforts to learn. Furthermore, the level of care was directed from teacher to students, from students to teacher, and from students to students. Students were often encouraged to support the efforts of other students as they engaged in learning. This support regarding learning was evident in many ways. For instance, when faced with a student who was obviously struggling with a particular assignment, the participant assisted the student by showing him that he had completed a similar problem the week before. By going to the student's portfolio and explaining how the student had previously solved the problem, the participant was able to strengthen the student's feeling of success. Equally important, this student, as well as those in his cooperative group, was able to see how learning is connected to and builds from prior experiences.

The second PPT, "Everyone is an educator," was also prevalent throughout the participant's instruction. A good indicator of this PPT could be found in the way students helped one another in the classroom. For example, when completing Micro Society (a school-based society simulation for students at the participant's site), students took the responsibility of teaching classmates new jobs. Other examples of the second PPT could be found in the manner in which students formally and informally helped one another in class. Formally, the participant structured student assistance through his use of cooperative learning and homework support programs. Informally, the investigator often identified situations in which one student helped another with in-class work or informed a classmate that he or she was late for an enrichment class.

The third belief stated by the participant, "Relationships are the key to education," was the most prominently displayed PPT within his grade 6 classroom teaching. This PPT became apparent within the first few moments of the investigator's first visit to the elementary classroom. On the side wall of the participant's classroom was the school's plan for citizenship as stated through rights and responsibilities. The fifth rights and responsibilities item read, "To be treated with kindness, be friendly, and to not use put downs." Within a few minutes, the investigator saw numerous examples of these three items, including the students' treatment of the investigator.

Furthermore, as part of the promotion of citizenship within the curriculum, the participant accompanied the students on an annual field trip to the state capital. The cost of the trip was funded, in part, on parent and student contributions as well as student-based fund raising activities. During the second observation of the participant's elementary class, the participant was organizing a fund raising yard sale for the following Saturday morning. As students were categorizing and pricing the goods, the participant jokingly commented about selling items that belonged to the family members of his students. In doing so, he would often use the first names of his student's brothers and sisters or recognize an item that belonged to a particular parent. The yard sale alone represented an avenue for building meaningful relationships between the participant and his students. However, his familiarity with the student's personal life, through his knowledge of their family members, indicated that the building of relationships was well established at that point of the school year.

The fourth PPT, "There are no bad students," was also evident within the participant's practice. This belief can be identified in the participant's practice through the high expectations, both explicitly and implicitly, found throughout his teaching. Yet, this PPT is the one which was most often taxed by the participant. The blend that developed between building relationships and creating an environment in which all individuals receive and promote learning forced the participant to trust students when their actions could have been perceived as inappropriate. Therefore, when it was necessary to discipline an individual in his elementary classroom, the participant had the task of carefully weighing what elements of a particular behavior were positive and what were negative. To his credit, his sixth grade students rarely took advantage of his trusting nature. Throughout the observations, students were free to, without the participant's permission, wash their hands, use the restroom, return a library book, or exit the classroom for enrichment activities.

The participant's last PPT, "Respect must not be taken away. It must given fully and totally, with no boundaries," was very evident in the participant's practice. The participant explicitly utilized techniques which fostered absolute respect. Two classroom examples of this type of practice were identified on multiple visits. First, the participant would often have select students quietly read to him during the SURF (silent uninterrupted reading is fun) period of the day. The investigator noticed that some of the students selected to read had previously not read to the instructor while others were repeating this exercise. When asked why he selected these particular students, the participant responded by saying:

> Well, some students read better than others. I need to see and hear their progress. But, I don't want the other students to think that just because you read to (the participant) that your reading is weak. So, I pull others into the mix. It is also a good way to build relationships with all of the students and they like coming up to me to read.

The second example of how the participant provided unconditional respect was in his actions taken when correcting misbehaving students. The data analysis did not identify a single example of the participant ever reprimanding a student in a manner in which the whole class could witness. Instead, the participant would individually confer with the student and, if necessary, the two would exit to the storage/office area and converse. When this occurred, the remaining members of the class demonstrated their respect for the participant by staying on task and not becoming concerned with the participant's actions.

Even though there was a high level of congruence between the participant's personal theorizing and his elementary practice, the congruence level between the participant's personal theorizing and his university practice was much lower. Table I (see Appendix) summarizes the level of congruence between each of the participant's five originally stated PPT's with his practice at both the elementary and university classrooms.

The participant's first PPT, "All students/people can learn," was moderately represented at the university site. Throughout the course, the participant frequently reminded his students that they were all capable of growing in relation to social studies instruction. A strong element supporting this growth was the reflection process established by the participant. His university students were required to examine how social studies instruction

was implemented at their elementary sites. They would then build upon this learning by examining how they, the students, would fit into this system of instruction.

An essential part of this process was the development of a personal narrative in which students would develop their own set of PPT's. As a requirement of the course, the participant wanted the personal narrative to assist students in their educational growth and development. This learning, as anticipated by the participant, would be internally driven and provide all students an opportunity for improvement. The personal narrative, as encouraged and supported by the participant, reflected his belief that all students can learn.

Yet, throughout this process, many students responded by indicating that they were having difficulty with the reflection-based assignments. Generally, they identified three concerns that inhibited them from successfully completing the process. The first was the fact that, as preservice teachers, they had very limited actual classroom instructional experiences. The second concern expressed by the participant's students was the feeling that they were outsiders in the classrooms of other teachers (internship supervisors). They identified a problem with the need to balance what they believed to be good practice with what their supervising teachers believed to be good practice. The final concern expressed by the students was that they could not understand how this process would help them become better teachers. As the process developed, it was evident that some students had a far greater benefit from this reflection project than others. The participant continued throughout the course to emphasize the importance of the personal narrative. Yet, the participant had commented to the

investigator, when referring to his students' growth as a result of the project, "Some got it, some did not." The analysis of the data indicated that, given the complicated nature of the project and the early reluctance to respond to student concerns, the college classroom climate was not fully receptive to the belief that all students can learn.

The second PPT, "Everyone is an educator," was, to a limited degree, evident in the university classroom. As previously indicated, the participant relied on direct instruction as the dominant method of content delivery. This type of instructional strategy did not fully support the belief that everyone is an educator. As the major selector of content for the university class, the participant utilized a select list of limited resources as well as his own personal and professional experiences. By doing so, the participant placed less emphasis on his university students as co-creators of the curriculum. When asked about his perception regarding this PPT, the participant responded by saying, "I think that it comes out. But, I don't think that it would be constantly second, say on a ranking. But, there is evidence it appears."

In agreement with the participant, the investigator did find evidence suggesting that this PPT was a part, although not as evident as found in his elementary classroom, of his university class. The participant did attempt to include student experiences as an element of class discussions. These student responses were often probed by the instructor in hopes of generating additional information and student involvement. Furthermore, when the participant did utilize group instruction, he would often have students analyze (in small groups) the content initially presented

by the instructor. In doing so, the group members were forced to examine the various topics in light of their own experiences. The groups often presented their information to the whole class, and therefore, were teaching others through their own experiences.

The lack of findings supporting the third PPT, "Relationships are the key to education," may have had the largest impact on the instructor's university practice. As the data analysis indicated, this PPT was an essential and integrated aspect of the participant's elementary teaching. The participant was well aware of its importance at the university setting and made various attempts to structure his curricular and instructional decisions in ways which supported this PPT. Yet, this became a very difficult task for the participant.

The success or failure of building relationships was directly connected to the type of instruction offered by the participant. When asked, early in the university semester, to describe how relationships impacted the class discussions during the summer university course, the participant responded:

> The discussion is where I can get some form of formative assessment. If there is a high level of discussion, and there was this summer, I feel it will help. One of my PPT's is that everyone is an educator. I feel that if someone is discussing, that will lead to others asking questions, even if they are in the background. These are questions that need to be asked. I'm not talking all of them, but maybe 80 percent of the questions need to be asked. If they start getting into a dialogue, because I'm apt to go into tangents, I then feel that they can shape my discussion to meet their questions.

When asked if the discussions in the fall semester university class were satisfactory, the participant responded by saying, "No, not really. Because I don't think I'm explaining it (content) enough. I don't think I have a sense of building the

relationships." When later asked how he attempted to build relationships at the university site, the participant said:

> Now, looking back, in the groups, the discussions, the roles, allowing the peer interaction, that is relationship building. I didn't do it at the beginning. I had to do it reactionary. I had to go at it in the second round and ask myself, "What's needed in this class?"

Yet, the evidence suggested that the building of relationships in the university class never reached the level demonstrated in the elementary class. Even though this was an important issue, and the participant continuously addressed the need for meaningful relationships, he rarely established the closeness with his university students necessary for his success.

The participant expressed his feelings about how building the relationships at the university site was different from that at his elementary site by saying:

> I'll tell you the fact, well in a personal situation like you (the investigator), that with 170 different students, that you almost have to fall back on middle school basics. In my situation (at the elementary school), I have to build relationships with 27 students. We go outside, I give them a chance to use all of their intelligences, we may draw, we may write. I keep mental notes of what really gets to them and then I start from there. Here (at the university), it's different. Here, you go with some students who are very serious about, or are bred on what they believe is education. And then you say that the first two nights of the course are (dedicated to) relationship building. They think that it's nothing they can use in their class. But, really it (the relationship building) is something they would use. But, it's nothing they can tangibly take with them, this getting to know each person in class.

The data analysis uncovered additional reasons as to why the relationships may have been difficult to develop. First, the participant attempted to develop relationships as a reaction to class events. Explicit planning for the building of relationships was not evident in the participant's early course planning.

Instead, as both the participant and investigator indicated, the participant was initially concerned with course content. This action may be attributed to the participant not fully utilizing the department's offerings of assistance regarding the course goals and objectives. Furthermore, reliance on select resources, including the course text, which were heavily embedded with knowledge-based content, impacted the manner in which the participant instructed. The participant began the semester by attempting to transfer large quantities of course content, which was based on his elementary instructional experiences, limited university instructional experiences, and limited instructional resources, to his university students.

The participant was well aware of his need to establish meaningful relationships and understood that his initial instructional practices were not fostering the correct environment for relationship building. As a result, he attempted to create a better environment by implementing group instructional strategies within the class. Yet, these strategies were implemented in a manner which supported the participant's direct teaching methods. The participant was unable to use the group methods as the dominant vehicles for developing the necessary knowledge, skills, and values related to elementary social studies teaching and learning.

The participant's fourth PPT, "There are no bad students," was also identified, although to a lesser degree than found in his elementary class, in his university classroom. This PPT was evidenced by his reaction to a student who had previously addressed him by the wrong name. Even though he was initially shocked, he later commented that, "There really aren't any bad

students. Even (student's name), her PPT plan was really workable, it shows she was really hashing it over." Further supporting the participant's statements were the investigator's observations of the subsequent interaction between this student and the participant. He maintained a very positive regard for the individual and often spoke highly of her mastery of course content.

The participant's final PPT, "Respect must not be taken away. It must be given fully and totally, with no boundaries," was highly evident within his university teaching. The participant, throughout most of the course, provided a caring and empathic environment. Although the level of respect never reached the integrated level (teacher to students, students to teacher, students to students) of his elementary class, it was evident that the participant demonstrated respect for his students. What is interesting to note is that, perhaps due to the limited building of meaningful relationships, there was a limited level of respect from students to students.

The Evolution of the Participant's Personal Theorizing at the University Setting

Given the evidence as indicated by the data analysis, it was possible for the researcher to infer modifications on the stated belief system of the participant as seen at the university level. An obvious change is related to the PPT associated with the building of relationships. Although the participant clearly indicated a desire to use classroom practices which were supported by this PPT, it was evident that his efforts were not entirely successful. Because of this, the investigator does not believe

that this particular PPT represented his university practice and, therefore, should not be included with the list of PPT's which guided his university teaching.

In addition to the removal of the relationship building PPT, the investigator identified several additional PPT's which guided the participant's university instruction. One emergent theory was based on the type of content utilized in the participant's long term planning and had a large impact on what and how he taught in the university class. This investigator inferred PPT, titled, "Ensure that students encounter essential content," was interconnected with many of the participant's instructional actions in the fall semester.

The participant's university site planning was different from the elementary site in that he emphasized specific blocks, or chunks, of course content. When asked what he liked about this method of planning, the participant responded by saying, "I think that my planning for the course has become better. I feel more comfortable with the planning. I think they (the students) are able to see more, to see where we are able to go." When commenting about what the participant termed as chunks, he said:

> There were certain aspects. Like you may have seen, I've taken a lesson on planning, a lesson on multiple intelligences, a lesson on evaluation. Tonight, we will do a lesson on integrating social studies in the language arts. So, I still have a holistic idea of what I want to teach. But, instead of a more fluid kind of teaching, I have had to be more choppy by covering this to this each night. Basically, everything I wanted to cover I've covered each evening.

The data analysis supported the participant's claim of blocking the essential content into separate sections. Of the twelve course meeting dates, ten included instruction which

contained blocked sections of content directly taught by the participant. The eleventh date included a presentation by a guest speaker and the twelfth date was the final exam. Of the ten instructional meetings, each offered a separate block of specific content (see Appendix, Table II).

The evidence did not indicate that these knowledge-based content categories overlapped or were intentionally integrated by the instructor. Most content areas were taught as separate entities and the instructor rarely identified connections between the categories. This was unlike his elementary classroom in which separate content areas were often difficult to define. At his elementary site, the participant blended the course content in a manner which stressed learning through an integrated approach, often using science, math, reading, and social studies as vehicles for understanding similar themes.

The second emergent theory that guided the participant's university practice was his instructional approach of following direct teaching methods with group processing. This investigator inferred PPT, titled, "Supplement direct teaching with group processing," was evident in eight of the ten university classes in which content was offered. The participant was well aware of his instructional approach as he said, when describing his instructional strategies, "Direct teaching. The handout, overhead, the discussion, and sometimes reading from it."

The data analysis supported the participant's comments. In fact, the participant's class pattern became somewhat predictable as the semester developed. The participant would utilize an agenda to begin the class. The agenda contained an outline of that night's particular content. The agenda was also an instructional

tool that the participant used at his elementary site. Once the agenda was examined, the participant would introduce the block of content. This introduction was usually in the form of either an overhead transparency or a photocopy of the information. Generally, the information was provided in detail. The participant rarely provided an outline of the information in a manner that could be used for discussions or activities. On most occasions, the participant would read the information from the overhead or the handout.

On most occasions, as the participant read the information from the overhead or handouts, he would frequently include examples from his own professional experiences which related to the content topic. This practice was such an integral element of his teaching that the investigator identified it as the third emergent PPT, titled, "Connect personal classroom experiences with specific content."

This was an important trend because it provided an opportunity for the students to examine the information through actual teaching experiences. Furthermore, and perhaps more importantly, the shared experiences also provided a chance for the students to interact with the participant in a constructive manner.

The investigator began to perceive a connection between the quality and quantity of the participant's shared professional experiences and the amount of meaningful interaction within the classroom. The participant frequently relied on this interaction as a means for students to examine the content found in the course. When the participant's level of shared professional experiences was high, so too was the classroom interaction. The

data analysis provided repeated examples of this occurring. For instance, when the participant made a statement which indicated that he did not allow his sixth grade students to act as girlfriend and boyfriend in his class, the university class interaction dramatically increased. The participant expressed that his belief about male/female student relationships was grounded in his need for maintaining positive relationships in the classroom. He further stated that students, especially in the sixth grade, who alter their regular classroom roles and act as girlfriend and boyfriend have a negative impact on meaningful class relationships. The university students were split regarding their support for such action. However, the participant's sharing provided a means to examine the types of issues and values associated with social studies teaching and learning. This examination was a substantial shift from the transmission of content followed by group analysis of the content which usually dominated class instruction.

The investigator was often overwhelmed at the participant's ability to recall experiences that connected with the content. Furthermore, this ability was even more impressive considering that the participant had only been teaching for six years. When asked if he considered ways to match the content with his experiences as a part of his explicit planning, the participant indicated that no, for the most part, he was able to generate examples as he instructed.

The investigator attempted to verify if the participant also tried to connect experiences with content at his elementary site. The data analysis indicated that, although he did frequently include such experiences, they were different from those used at

the university site. The participant's university site experiences were nearly always based on professional or teaching experiences. Yet, the elementary classroom experiences were usually based on the participant's personal life. Obviously, there is a need to connect professional experience with the content offered in a methods course. However, the data analysis indicated that the participant may have had additional reasons to choose professional experiences for his university class and personal experiences for his elementary class. The established relationships with his elementary students helped support the utilization of personal examples. Frequently, the elementary students would ask about the participant's family members or comment on his personal belongings. These exchanges were similar to exchanges associated with the conversation of friends and implied a measure of trust and bonding. However, at the university site, where the building of relationships was not as successful, the participant would rarely mention family or personal events. Further supporting these exchanges was the amount of humor used by the participant at each location. At the university site, humor would be implemented infrequently as part of the professional experiences. Yet, at the elementary site, humor was a large part of many of the participant's personal experiences as well as a part of his general teaching demeanor.

Implications of the Study

The conclusions generated from the data analysis and findings have helped the researcher in making recommendations for assisting beginning teacher educators as they complete the higher education

socialization process. The recommendations are not provided as information to be generalized to all situations at all times. Instead, as Eisner (p. 198) indicated, "Skills, images, and ideas are applied to situations that are never identical; Some features of the situations always differ." As Eisner further illustrated, "A person must recognize the similarity, but not the identity, between one situation and the next and then make the appropriate inferences." Therefore, readers of this paper are encouraged to develop their own interpretations regarding the findings of this investigation and apply these interpretations in manners which are appropriate to the given contexts for which they are concerned.

The recommendations are grounded in the assumption that departments, colleges, and universities are interested in developing programs or models aimed at supporting newly hired teacher educators. Given the findings of this research, it is recommended that the participant be included as an active member of his new instructional community. At his elementary site, the participant was highly involved with the development and direction of the goals and objectives which established the general school climate. This involvement, which led to a close sense of community, encouraged the participant to actively seek resources, methods, and strategies which helped the participant connect his planning and instruction with the school philosophy. At the university, he was never an active member of the instructional community. As an off-campus instructor, the participant rarely visited the department or college during the semester under study. Although offered to him at the beginning of the semester, the participant rarely engaged in the dialogue with other members of the instructional community which may have provided important

guidance and assistance. When it came time for the participant to interpret the department's objectives, solicit resources, develop meaningful lessons and activities, and assess the progress of the course, the participant primarily relied on his own informal reflections.

To help counter the participant's lack of integration within the instructional community, it is recommended that the participant have the opportunity to systematically collaborate with instructors of similar courses. Given the nature of the participant's setting, there were a number of instructors who could have provided assistance within the Internship I block offered by the college. This collaboration could have been offered in the form of periodic meetings, optimally spaced throughout the semester, designed to promote the exchange of ideas, beliefs, and experiences. Early meetings may have provided the participant an opportunity to view how other instructors interpret departmental goals and objectives, access resources, and develop curricular materials. Follow-up meetings may have provided the participant an opportunity to challenge his assumptions regarding the beliefs and actions of particular students (especially considering that students were instructed in a block sequence), examine how other instructors were making curricular adjustments throughout the semester, and examine how other instructors dealt with the general assessment of their courses.

An additional form of collaboration could be recommended in the establishment of a mentor program. However, this recommendation was not developed to suggest that a traditional mentor assignment would be necessary, or even appropriate, for the participant. Instead, the participant may have benefited from a

relationship in which the mentor acted as a liaison between the department and the participant's university classroom. The participant was a highly reflective elementary practitioner who demonstrated an ability to effectively facilitate social studies teaching and learning. In many ways, he was as qualified for the university assignment as any of the full-time instructional members of the department. Therefore, it would be important for the assigned liaison to assist the participant in bringing the participant's skills and values into his university classroom as opposed to the implementation of the liaison's own personal beliefs. Additionally, the participant may have benefited from the encouragement and support provided by a liaison. At times, the participant desired assistance regarding an element of his teaching, solicited clarification about a department policy, or simply wanted confirmation regarding his instructional approaches. A liaison, acting as a mediator, could have provided this type of instructional support. This mediation could have encouraged the participant's instructional efforts and created a more collaborative relationship between the department and the participant.

Another recommendation is offered in the form of time and access. The participant had to balance the needs of his university course with the needs of his full-time elementary teaching assignment. Therefore, he was unable to make arrangements to individually meet with his university students outside of the scheduled class time. Furthermore, even if he was able to meet with his students outside of the scheduled class time, there was no assigned location for such meetings. This was an important theme because of the participant's personal need to develop

meaningful relationships with his students. Yet, the time constraints and the limited access to his students severely limited the participant's efforts at satisfying the need to build relationships.

Due to his other professional responsibilities, it is recommended that the participant be encouraged to create a flexible schedule which would better satisfy his instructional needs and provide additional access to the university students. Such a schedule, as indicated by the participant, may include an initial interview phase for the first two class meetings. Here, small groups of students would schedule a brief meeting with the participant for the sole purpose of initiating and establishing meaningful relationships. The whole class meetings would not begin until the third week of the semester. In addition, other time related changes could come in the form of Saturday class meetings and school-day elementary site meetings in lieu of the regular off-campus site. Not only would these changes provide additional student access and help foster relationships, these meetings would also provide an opportunity for the university students to witness the participant's quality social studies teaching elements which were difficult for him to replicate in the regular university class.

Time is an important aspect in the final recommendation: The encouragement and facilitation of reflective practice. The participant had spent an extensive amount of time completing action research related to his elementary teaching. He had systematically developed a set of PPT's which guided his teaching practice. Furthermore, these PPT's were identified by the investigator as being highly congruent within his elementary

teaching. The participant, at the beginning of the investigation as well as throughout the fall semester, stated the belief that his originally identified PPT's also applied to his university instruction. However, the investigator identified a considerable difference in the participant's university practice when compared to his elementary practice.

The investigator had the liberty of spending a large amount of time analyzing the participant's practice and identifying this difference. The participant, understandably, was less concerned with the analysis of his practice and more concerned with his immediate professional responsibilities. Therefore, the investigator recommends the implementation of a reflective practice model, for those instructors with a baseline understanding of their personal theorizing, to be implemented throughout the instructional period. This model, based on the available amount of time, should provide a means for practitioners to analyze their practice through a lens grounded in their personal theorizing, identify the changes associated with new instructional settings, and isolate new theory which guides instructors. This is an essential step in that it provides instructors with a narrative from which to identify weaknesses in their practices and implement improvement plans based on these weaknesses. If properly constructed, such a model could provide on-going analysis and immediate reflection in an effort to make changes within a given instructional period. However, such a model could certainly be used over a long-term period and assist practitioners in general instructional improvements.

Suggestions for Further Research

The literature review associated with this study illustrated that, although extensive research has been completed on beginning K-12 grade level teacher support, the study of new teacher educator support is a relatively unexamined field (Guilfoyle, Hamilton, Pinnegar, and Placier, 1996, p. 158). Clearly, a primary need exists for further research related to all areas of teacher educator socialization and support.

Additional research should be completed that is related to specific support strategies used for new teacher educators. Furthermore, the paradigm offering such support should also be analyzed for effectiveness and appropriateness. Apparently, there is an important balance among the functionalistic, dialectical, and critical paradigms in relation to the support offered new teacher educators. Additional research regarding the balance among these paradigms may help colleges of education provide new teacher educators the appropriate support for their specific instructional settings.

When considering the participant within this case study, there may have been a necessity for a combination of support strategies grounded in all three paradigms. There was a need, at least in part, to socialize the participant through functionalistic measures in the norms and values of the institution. This can be evidenced within the participant's struggle of trying to understand the course expectations offered by the university. However, such support, if overly explicit, may have limited the participant's own initiatives related to the instructional setting and negatively altered what students had the

opportunity to experience and learn. Yet, the participant, who primarily received support which was dialectical in nature, had difficulty using this support in a manner which helped him transfer his quality instructional approaches from the elementary site to the university site. The participant may have benefited from alternative mechanisms which provided more explicit support strategies. Finally, there is the role of the support strategies which emanate from the critical paradigm. In many ways, these support mechanisms were absent from the participant's socialization process. Undoubtedly, the participant was fully engaged in dealing with what was offered and how to utilize the offered support in ways which immediately impacted his instruction. However, further research should examine how this important paradigm can help instructors socially transform their practice through participatory and collaborative efforts.

APPENDIX

TABLES I - III

Table I

Congruence Between PPT's and Practice at Elementary and University Sites

PPT	Level of Congruence	
	Elementary Site	University Site
1. All students/people can learn.	Very High	Moderate
2. Everyone is an educator.	Very High	Moderate
3. Relationships are the key to education.	Very High	Low
4. There are no bad students; bad behaviors, bad environments, bad situations, yes; but no bad students.	High	Moderate
5. Respect must not be taken away. It must be given fully and totally, with no boundaries.	Very High	High

Table II

Main Content of the University Course Meetings

Meeting Number	Content
One	Defining of: Social Studies Curriculum (with varieties) Instruction Class Procedures/Expectations
Two	Defining of: Social Studies Disciplines
Three	Planning for the Social Studies
Four	Reading in the Social Studies Social Studies Textbooks
Five	Multiple Intelligence
Six	Assessment for the Social Studies
Seven	Social Studies Life Skills Social Studies and Language Arts
Eight	Current Events
Nine	Social Studies and Technology Social Studies and Math
Ten	Social Studies Graphic Organizers

Table III

The PPT's that Represent the Participant's University Instruction

Remaining PPT's
All students/people can learn.
Everyone is an educator.
There are no bad students.
Respect must not be taken away. It must be given fully and totally, with no boundaries.
PPT's Not Evidenced at the University
Relationships are the key to education.
Investigator Inferred PPT's
Ensure that students encounter essential content.
Supplement direct teaching with group processing.
Connect personal classroom experiences with specific content.

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